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aims and desires in their activities and show a sense of purpose and sustained effort. Food, for example, is one of the dominant interests of Tale children. In 1936 the ground-nut crop surpassed all anticipations in some districts. An elder, referring to this in conversation a week or two before the crop was harvested, said: 'We have a surfeit of ground-nuts this year. Look at the children. They don't care about their mothers, they don't care about their fathers.' When food is scarce, he explained, children are for ever running in to their mothers clamouring for something to eat. Now they are out all day, and if they feel hungry they simply pull up a handful of ground-nuts to chew and are satisfied. Food, indeed, remains one of the dominant interests of a Talaŋa from childhood to old age, and with the confluence of other interests and motives has a great effect on Tale economic life. Between the ages of 6 and 14 the interest of boys in food becomes linked up with other interests which have been developing during that period, e.g. in learning to use the bow and arrow, in the comradeship of boys of about the same size, in primary economic and technical processes such as herding and hoeing, in exploring the environs of the settlement, and so forth. Thus, a group of boys out herding cattle often have their bows and arrows with them, and when the cattle are grazing quietly they will search around for cane rats or birds to shoot as titbits.

From a very early age—before they can walk or talk—until adulthood children show a marked and explicit interest in the activities of their parents and older siblings and other adults with whom they come in contact. This is due, in part, to the unity of the social sphere. The children thus begin to adopt the cultural values of their society in infancy, as has been indicated above in our discussion of the social sphere. It may, however, be worth while repeating that children express a keen interest in farming, in livestock, in ceremonies, dances and recreations, and in the conspicuous current activities of their households, in their kinship relationships, and so forth, from the age of 3 upwards, long before they can actively participate in these affairs. But it is shown quite clearly in their attitudes when they are allowed to be present at adult activities, and in their fantasies as revealed in their talk and play, which revolve round the themes of adult social life.

Another group of interests significant for the educational development of Tale children is connected with their habitat. By the age of